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ABSTRACT

This resource guide is intended to aid in the development of physical education programs to meet the motor, social, and recreational needs of students with disabilities. Two brief chapters on legislation review federal regulations, Iowa law, and Iowa rules for special education and special education administration. Next, the four steps in programming procedures are discussed: (1) pre-evaluation, (2) formal assessment, (3) individualized education program development, and (4) student placement in program options. The roles of the following personnel in the physical education program are then briefly considered: regular physical education teacher, adapted or special physical education teacher, superintendent, principal, local education agency special education coordinator, physical education department chairperson/curriculum director, physician, occupational therapist and physical therapist, school nurse, parent, teacher associate, peer partners and/or volunteers, area education agency support staff, and student. The last chapter addresses program enhancement, including utilization of support individuals, integration into regular physical education, medical and safety considerations, transition, grading, and long-range goals. Nine appendices provide various Iowa forms, guidelines, definitions, and samples. (DB)

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Physical Education Guidelines for Students Receiving Special Education

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HOW TO SUCCEED

Once upon a time the animals had a school. The curriculum consisted of running, climbing, flying, and swimming, and all the animals took all the subjects. The duck was good in swimming; better in fact, than his instructor. He made passing grades in flying but he was particularly hopeless in running. Because he was low in this subject, he was made to stay in after school and drop his swimming class in order to practice running. He kept this up until he was only average in swimming. But average was acceptable so nobody worried about that except the duck. The eagle was considered a problem pupil and was severely disciplined because, although he beat all the others to the top of the tree in climbing class, he insisted on using his own method. The rabbit started out at the top of the class in running but he had a nervous breakdown and had to drop out of class in climbing, but his flying teacher made him start his flying lessons from the ground up instead of from the top of the tree down. He developed charley horses from over-exertion at the takeoff and began getting C's in climbing and D's in running. The practical prairie dogs apprenticed their offspring to the badger when the school authorities refused to add digging to the curriculum. At the end of the year, an abnormal eel that could swim well, run a few feet, climb a bit, and fly a little was made valedictorian.

A fable, author unknown

TABLE OF CONTENTS

Preface iv

Acknowledgments v

Introduction 1

Legislation 2
- Federal Regulations 3
- Iowa Law 6
- State Rules of Special Education 8

Administration 9

Programming Procedures 10
- Step I: Pre-Evaluation 10
- Step II: Formal Assessment 17
- Step III: IEP Development 18
- Step IV: Program Options 23

Personnel 28
- Regular Physical Education Teacher 28
- Adapted or Special Physical Education Teacher 28
- Special Education Teacher/Classroom Teacher 28
- Superintendent 28
- Principal 29
- LEA Special Education Coordinator 29
- Physical Education DepartmentChairperson/Curriculum Director 29
- Physician 29
- Occupational Therapist and Physical Therapist 29
- School Nurse 29
- Parent 30
- Teacher Associate 30
- Peer Partners and/or Volunteers 30
- Area Education Agency Support Staff 30
- Student 30

Program Enhancement 31
- How Support Individuals Can be Utilized 31
- Procedures for Integrating Special Education Students into Regular Physical Education 31
- Medical and Safety Considerations 32
- Transition 32
- Grading 33
- Long Range Goals 34

Appendices 35
- A Flow Chart of Delivery System for Physical Education 36
- B Abbreviations and Glossary 37
- C Iowa Physical Education Program Components 40
- D Suggestions for Modifications for Physical Education Participation 41
- E Physical Education and Special Olympics 43
- F Definition and Eligible Students 45
- G Task Analysis 46
- H Sample Sheet - IEP Form 47
- I Evaluation Instruments 48

PREFACE

This manual is designed as a resource guide for physical education teachers (K-12) as well as local education agency (LEA) and area education agency (AEA) program directors, special education teachers, school administrators, and parents of students receiving special education services. The intent is to provide direction for the development of more meaningful physical education programs. These guidelines will provide a framework for deciding what physical education program and setting will be most suitable in meeting the motor, social and recreational needs of students with disabilities.

Iowa students with and without disabilities (K-12) are currently being served in a variety of physical education programs. Physical education teachers have a major challenge of assisting **all** students assigned to them to achieve their fullest potential. They must recognize the needs of all students when designing and implementing appropriate physical education programs.

The importance of physical education was confirmed in the landmark federal legislation Public Law 94-142 (Education of All Handicapped Children Act of 1975) which mandated physical education as a required instructional area for all special education students. This has again been supported by more recent legislation, Public Law 101-476 (1990), otherwise known as the *Individuals with Disabilities Education Act* (IDEA). Public Law 101-476 changed all references from "handicapped children" to "children with disabilities" and forms of the word "handicap" to the appropriate form of the word "disability." In this document appropriate forms of the word "disability" will be used, including references in Title 34, C.F.R., Part 300.

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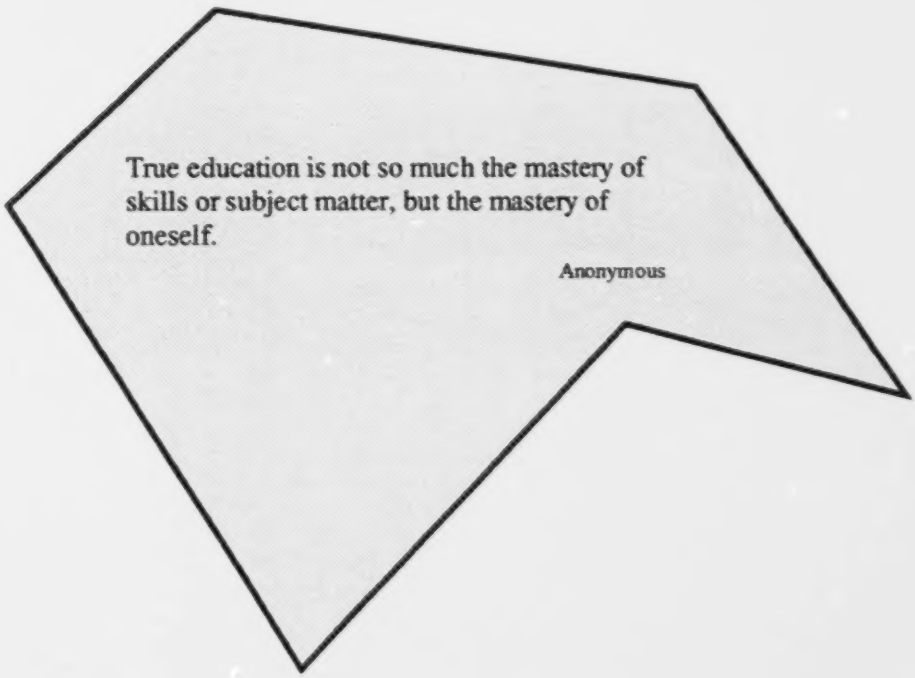
INTRODUCTION

Traditionally physical education has included the components of physical, social and psychological growth as well as recreational growth. The development of physical fitness (i.e., muscular strength, muscular endurance, flexibility, cardiovascular endurance), coordination, and agility have continued to be high priorities of physical education. Psychologically, the goals of physical education are to develop perceptual skills as well as social and emotional well-being. Today, the development of recreational skills is also important as our culture becomes increasingly leisure oriented.

As these aspects of physical education are examined, it is obvious that the components are equally important to all students and perhaps even more important to students receiving special education. Physical fitness is necessary for healthy living and for achieving a functional level of gross motor skill development. Social and emotional maturity are critical for students with disabilities in order to function appropriately in one's community. Finally, as deinstitutionalization continues, both students with mental and physical disabilities are returning to, or remaining in, their home communities where leisure and recreational opportunities are available and accessible.

Instruction and education in the area of physical education is an integral part of every student's total educational program. To ensure that students with disabilities are provided this service, legislation has been written and passed.



LEGISLATION

Federal and state legislation has mandated educational programs in the least restrictive environment for children with disabilities, ages 3 through 21 years of age. P.L. 101-476 (Individuals with Disabilities Education Act, 1990) has changed the term *handicapped children* to *children with disabilities* and added two new categories of disabilities to the previous list found in P.L. 94-142 (Education of All Handicapped Children Act of 1975). These two laws, and the implementation of the regulations and rules, use the term *disabled children* as meaning children evaluated as being:

Federal Classification	**Iowa Classification**
mentally retarded	mental disabilities (MD)
hard of hearing, deaf	hearing impairment (HI)
speech impaired	speech and language impairment (SL or CM)
visually handicapped	visual impairment (VI)
seriously emotionally disturbed	behaviorally disordered (BD)
orthopedically impaired	physical impairment (PD)
other health impairment	physical impairment (PD)
deaf-blind	deaf-blind
multi-handicapped	severely disabled (SD)
specific learning disabilities	learning disabilities (LD)
autism	autism (pending)
traumatic brain injury	traumatic brain injury (pending)

Because of the impairments listed above, special education and related services are needed. The term *special education* as defined by Title 20 U.S.C. 1401(a)(16) means specially designed instruction, at no cost to the parents or guardians, to meet the unique needs of a child with a disability, including:

(A) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
(B) instruction in physical education.

Most of Iowa's special education students receive services through regular or special classes in the public schools. In fact, many of the students are being integrated, to the greatest extent appropriate according to their educational needs, with students that are not disabled. Integration or mainstreaming, when correctly implemented, requires a commitment and support from all school personnel -- including physical education teachers. Since the number of students requiring special education in the public schools may increase in the years ahead, the classroom teacher and the physical education teacher must develop skills that are necessary to adequately and equitably respond to the needs of these students.

FEDERAL REGULATIONS

Title 34, C.F.R., §300.307 Physical education.

(a) ***General.*** Physical education services, specially designed if necessary, must be made available to every disabled child receiving a free appropriate public education.

(b) ***Regular physical education.*** Each disabled child must be afforded the opportunity to participate in the regular physical education program available to non-disabled children unless:

(1) The child is enrolled full time in a separate facility; or
(2) The child needs specially designed physical education, as prescribed in the child's individualized education program.

(c) ***Special physical education.*** If specially designed physical education is prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the service directly, or make arrangements for it to be provided through other public or private programs.

(d) ***Education in separate facilities.*** The public agency responsible for the education of a disabled child who is enrolled in a separate facility shall insure that the child receives appropriate physical education services in compliance with paragraphs (a) and (c) of this section.

Title 34, C.F.R., §300.14(b)(2)

"Physical education" is defined as follows:

(i) The term means the development of:
(A) Physical and motor fitness
(B) Fundamental motor skills and patterns; and
(C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).
(ii) The term includes special physical education, adapted physical education, movement education, and motor development.

Title 34, C.F.R., Pt. 300, App. C, July 1, 1990

Question 48: If modifications are necessary for a disabled child to participate in a regular education program, must they be included in the IEP?

Answer: YES. If modification (supplementary aids and services) to the regular education program are necessary to ensure the child's participation in that program, those modifications must be described in the child's IEP...this applies to physical education...

Question 49: When must physical education (P.E.) be described or referred to in the IEP?

Answer: Section 300.307(a) provides that "physical education services, specially designed if necessary, must be made available to every disabled child receiving a free appropriate public education." The following paragraphs (1) set out some of the different P.E. program arrangements for disabled students, and (2) indicate whether, and to what extent, P.E. must be described or referred to in an IEP.

a. Regular P.E. with non-disabled students. If a disabled student can participate fully in the regular P.E. program without any special modifications to compensate for the student's disability, it would not be necessary to describe or refer to P.E. in the IEP. On the other hand, if some modifications to the regular P.E. program are necessary for the student to be able to participate in that program, those modifications must be described in the IEP.

b. Specially designed P.E. If a disabled student needs a specially designed P.E. program, that program must be addressed in all applicable areas of the IEP (e.g., present levels of educational performance, goals and objectives, and services to be provided). However, these statements would not have to be presented in any more detail than the other special education services included in the student's IEP.

c. P.E. in separate facilities. If a disabled student is educated in a separate facility, the P.E. program for that student must be described or referred to in the IEP. However, the kind and amount of information to be included in the IEP would depend on the physical-motor needs of the student and the type of P.E. program that is to be provided.

Thus, if a student is in a separate facility that has a standard P.E. program (e.g., a residential school for the deaf), and if it is determined--on the basis of the student's most recent evaluation--that the student is able to participate in that program without any modifications, then the IEP need only note such participation. On the other hand, if special modifications to the P.E. program are needed for the student to participate, those modifications must be described in the IEP. Moreover, if the student needs an individually designed P.E. program, that program must be addressed under all applicable parts of the IEP. (See paragraph "b", above.)

Title 34, C.F.R., Part 104

"Nondiscrimination on the basis of Handicap" in programs and activities receiving or benefiting from federal financial assistance is explained in this part of the regulations.

They are frequently referred to as "Section 504" and were developed to implement Title 29, U.S.C. Section 794.

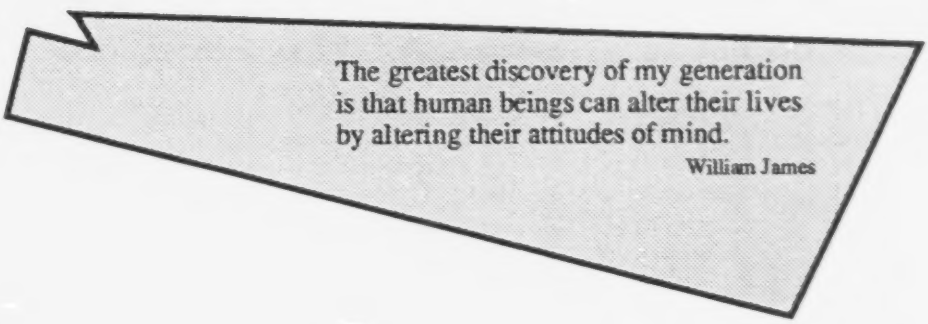
Title 34, C.F.R., Sec. 104.37(c)

RULES AND REGULATIONS

Physical education and athletics

1. In providing physical education courses and athletics and similar programs and activities to any of its students, a recipient to which this subpart applies may not discriminate on the basis of disability. A recipient that offers physical education courses or that operates or sponsors interscholastic, club, or intramural athletics shall provide to qualified disabled students an equal opportunity for participation in these activities.

2. A recipient may offer to disabled students physical education and athletic activities that are separate or different from those offered to nondisabled students only if separation or differentiation is consistent with the requirements of Section 104.34 and only if no qualified disabled students are denied the opportunity to compete for teams or to participate in courses that are not separate or different.


The greatest discovery of my generation
is that human beings can alter their lives
by altering their attitudes of mind.
William James

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IOWA LAW

Iowa's *Rules of Special Education* echo the mandates of Title 20 U.S.C. Chapter 33 which requires that regular physical education and/or specially designed physical education be made available to all students with disabilities. The majority of these students can successfully participate in regular physical education programs. Specially designed physical education would be offered when the student's needs (based on the multidisciplinary team decision) cannot be met in a regular physical education class with students that are not disabled.

Iowa Code: Section 256.11 Educational Standards

The state board shall adopt rules under chapter 17A and a procedure for accrediting all public and nonpublic schools in Iowa offering instruction in any or all levels from the prekindergarten level through grade twelve. The rules of the state board shall require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach. Global perspectives shall be incorporated into all levels of the educational program. The rules adopted by the state board pursuant to section 256.17, Code Supplement 1991, to establish new standards shall satisfy the requirements of this section to adopt rules to implement the educational program contained in this section.

The Minimum Standards for Elementary and Secondary Schools from the Iowa Code state the following requirements for physical education programs:

1. If a school offers a prekindergarten program, the program shall be designed to help children to work and **play** with others, to express themselves, **to learn to use and manage their bodies,** and to extend their interests and understanding of the world about them...(emphasis added)

2. The kindergarten program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and **protect and increase physical well-being** with attention given to experiences relating to the development of **life skills** and **human growth and development**...(emphasis added)

3. The following areas **shall be taught** in grades one through six...**physical education**...(emphasis added)

4. The following **shall be taught** in grades seven and eight...**physical education**...(emphasis added)

5. In grades nine through twelve, a unit of credit consists of a course or equivalent related components or partial units taught throughout the academic year. The minimum program to be offered and taught for grades nine through twelve is:

* * * * *

g. All students physically able shall be required to participate in physical education activities during each semester they are enrolled in school except as otherwise provided in this paragraph. A minimum of one-eighth unit each semester is required. A twelfth grade student who meets the requirements of this paragraph may be excused from the physical education requirement by the principal of the

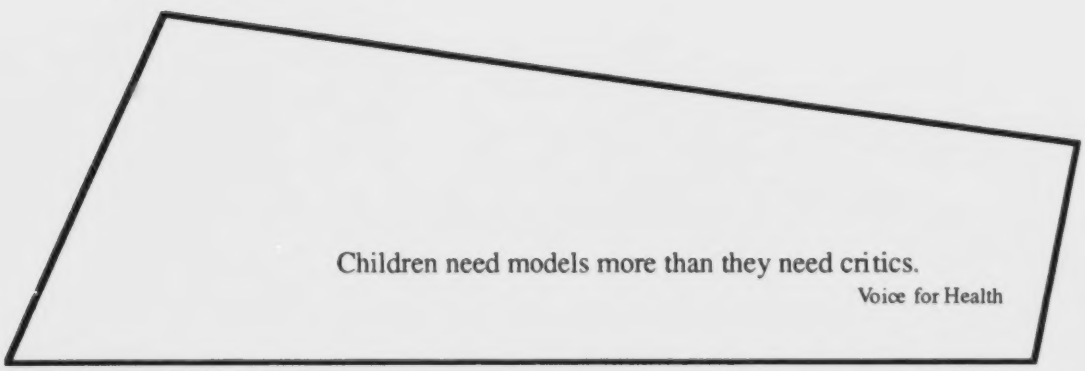
***In this manual the term prekindergarten is to be interpreted as preschool.**

school in which the student is enrolled if the parent or guardian of the student requests in writing that the student be excused from the physical education requirement. A student who wishes to be excused from the physical education requirement must be enrolled in a cooperative or work-study program or other educational program authorized by the school which requires the student to leave the school premises for specified periods of time during the school day or be seeking to be excused in order to enroll in academic courses not otherwise available to the student.

Students in grades nine through eleven may be excused from the physical education requirement in order to enroll in academic courses not otherwise available to the student if the board of directors of the school district in which the school is located, or the authorities in charge of the school, if the school is a nonpublic school, determine that students from the school may be permitted to be excused from the physical education requirement. A student may be excused by the principal of the school in which the student is enrolled, in consultation with the student's counselor, for up to one semester, trimester, or the equivalent of a semester or trimester, per year if the parent or guardian of the student requests in writing that the student be excused from the physical education requirement. The student seeking to be excused from the physical education requirement must, at some time during the period for which the excuse is sought, be a participant in an organized and supervised athletic program which requires at least as much time of participation per week as one-eighth unit of physical education.

The principal of the school shall inform the superintendent of the school district or nonpublic school that the student has been excused. Physical education activities shall emphasize leisure time activities which will benefit the student outside the school environment and after graduation from high school.

***One-eighth unit of credit requires a minimum of 50 minutes per week.**



STATE RULES OF SPECIAL EDUCATION

IOWA ADMINISTRATIVE CODE

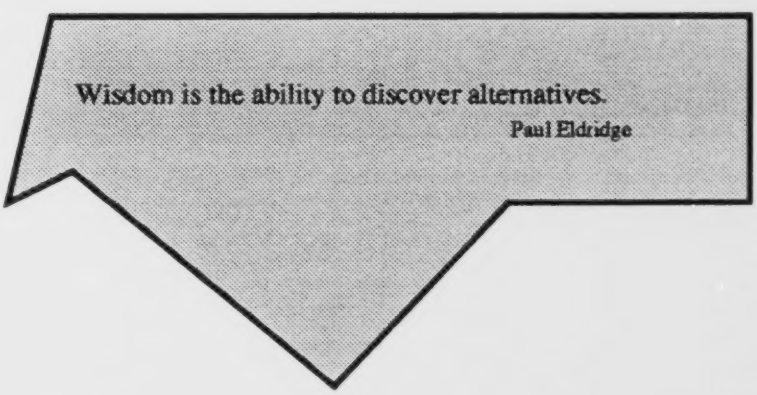
Education[281]——Section 12.5(6) A pupil shall not be required to enroll in either physical education or health courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious beliefs.

Education[281]——Section 41.2(256,280,281) General Principles

41.2(1) *Availability required.* Physical education must be made available to all children requiring special education...

* * * * * *

41.2(3) *Least restrictive placement preferred.* Children requiring special education shall attend general education classes, participate in extracurricular activities and receive services in a general education setting to the extent appropriate. When integrated into general education, children requiring special education shall be educated in facilities serving non-disabled pupils of a corresponding age range, receive instructional time equivalent to pupils who are not disabled, and shall be furnished such supplemental equipment, facilities, instructional materials, remediation, specially designed interventions or other special education as may be necessary to enable them to perform satisfactorily in the appropriate, least restrictive environment of the school. Special education classes, facilities and services shall be provided outside the general education setting only to the extent that such other locations are necessary for the proper performance of medical or special education which requires personnel, equipment or facilities which cannot be accommodated within the general education setting.



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ADMINISTRATION

The administration of special education instructional programs in Iowa is a local district responsibility. The Special Education Directors and their designees in each area education agency (AEA) are, however, charged with the responsibility of assuring that all special education students are provided with an appropriate program. A *free appropriate public education* is one that meets the letter and the spirit of federal and state legislation regarding the education of students with disabilities. This legislation requires that multidisciplinary teams, which include parents, determine what constitutes an appropriate program in the least restrictive setting for each student. Decisions regarding the physical education component of the instructional program is part of this multidisciplinary decision making. All appropriate staff members are to be included on the decision making team, either by being present at the meetings or by providing information ahead of time. In most cases, these teams should include the physical education teacher. The physical education teacher can:

- enhance team decision making through adding to assessment information;
- discuss the continuum of program options for the provision of physical education; and,
- provide input as to the most appropriate program option for the student.

Documentation of the multidisciplinary team decisions must address the physical education component of the instructional program. The physical education program must be reviewed annually and during three year re-evaluations, with appropriate changes in program implemented subsequent to parental notification.

Area education agencies and the Department of Education have a shared responsibility to ensure that all special education programs in Iowa meet compliance with state and federal laws by conducting "compliance reviews" of local district special education programs at least every three years. Compliance reviews also assess the adequacy of the documentation of placement decisions as well as whether the process is based upon individual needs.

In a few AEAs, specialists in adapted physical education have been hired to assist local districts with improving the quality and the range of physical education options for special education students. These staff members assist local district administrators in recognizing areas of need in physical education and in planning strategies to address those needs through group inservice, curriculum development, development of support materials, individual teacher training and consultation. They may also assist in student assessment and program planning. In some AEAs, the adapted physical education staff also assist local districts by providing an adapted physical education class or individual student instruction.

Administrators in AEAs and local districts must work together to evaluate program effectiveness in the important area of physical education for students with disabilities. Renewed emphasis must be implemented to ensure that all special education students have appropriate physical education programs.

PROGRAMMING PROCEDURES

STEP I: PRE-EVALUATION CONSIDERATIONS

If a student is suspected of having unique needs in physical education, the teacher should begin with screening (pre-referral intervention). Many school districts have developed intervention teams. These teams discuss strategies that could be used to remediate identified problem areas before formal evaluations are necessary. Physical education teachers should be members of these teams. They could offer their ideas and also benefit from hearing the ideas and perspectives of other teachers in their buildings.

Should a student be experiencing difficulty in physical education, (physically, cognitively, and/or affectively), the observation checklist included on the next few pages could be reviewed by the student's physical education teacher. Interventions to remediate any identified problem areas could then be tried before determining if a formal evaluation process is necessary. While parental notification is not required at the screening point (this is just a general observation which should take place in natural settings and should not single out individual students), best practice would include communicating concerns and possible strategies with the student's parents.

> Success is not measured by what you do, compared to someone else.
> Success is what you do, compared to what you are capable of doing.
>
> Zig Zigler

INFORMAL STUDENT PROFILE - ELEMENTARY PHYSICAL EDUCATION

Name_____
Date of Birth_____
Teacher_____
Grade Level_____
Date_____

ELEMENTARY Rating Code: Above Average +, Average √,
Below Average -, Significantly Below •

MOTOR	Rating	STRENGTHS/NEEDS/COMMENTS
Balance		
Locomotor skills		
Eye-hand coordination		
throwing		
catching		
bouncing		
striking		
Eye-foot coordination		
BODY CONTROL-FITNESS		
Coordination		
Endurance		
Strength		
Flexibility		
Speed		
Agility		
Buoyancy/Body Composition		
HEALTH/MEDICAL CONCERNS	**Y/N**	**DESCRIBE**
Vision		
Hearing		
Medication		
Seizure disorder		
Serious injury		
Asthma		
Allergies		
Other:		

ELEMENTARY Rating Code: Above Average +, Average √, Below Average -, Significantly Below •

SOCIAL/EMOTIONAL	Rating	STRENGTHS/NEEDS/COMMENTS
Friends		
Peer interaction		
Teacher interaction		
Play skills		
turn taking		
follows rules		
shares		
cooperation		
group interaction		
winning/losing		
Body image (dressing)		
Mind set - affective (anxious, withdrawn, aggressive)		
Frustration Level		
Other		
COGNITIVE		
Organized (clothes prepared, etc.)		
Attention span		
On task behavior		
Understands directions		
Follows directions		
Comprehends activity		
Communication		
receptive		
expressive		
Other:		

INFORMAL STUDENT PROFILE - SECONDARY PHYSICAL EDUCATION

Name_____
Date of Birth_____
Teacher_____
Grade Level_____
Date_____

SECONDARY Rating Code: Above Average +, Average √,
Below Average -, Significantly Below •

BODY CONTROL-FITNESS	Rating	STRENGTHS/NEEDS/COMMENTS
Coordination		
Locomotor skills		
Endurance		
Strength		
Flexibility		
Speed		
Agility		
Buoyancy/Body Composition		
HEALTH/MEDICAL CONCERNS	**Y/N**	**DESCRIBE**
Vision		
Hearing		
Medication		
Seizure disorder		
Serious injury		
Asthma		
Allergies		
Other:		

SECONDARY Rating Code: Above Average +, Average √, Below Average -, Significantly Below •

SOCIAL/EMOTIONAL	Rating	STRENGTHS/NEEDS/COMMENTS
Peer group		
Relation to authority figure		
Self-esteem		
Body image		
Affective (attitude: withdrawn, aggressive, etc.)		
Sportsmanship		
follows rules		
cooperative		
works with a group		
handles competition		
COGNITIVE		
Organized (has clothes, on time, prepared)		
Attention span		
Memory (locker combination)		
On task		
Follows rules		
Comprehension		

LIFETIME FITNESS/RECREATION LEISURE SKILLS

(Based on skills required to participate in individual - dual sports)

Rating Code: Above Average +, Average √,
Below Average -, Significantly Below •

OBJECT CONTROL	Rating	STRENGTHS/NEEDS/COMMENTS
Dribble with hands		
Dribble with feet		
OBJECT PROJECTION - Force/Accuracy		
Shoot		
Volley		
Pass		
Throw		
Kick		
Serve		
With implement - racquet		
- bat		
- club		
- cue		
OBJECT RECEPTION		
With hands		
With racquet		

After reviewing the preceding observation checklist, the following questions should be asked:

•What are the contributing factors to this student being unsuccessful in regular physical education? (physical, mental, and/or emotional reasons)

•Is the curriculum appropriate for his/her age level?

•What are the student's observed strengths and needs?

•What successes has the student had in physical education?

•What accommodations have been made or tried?

For the student?
By the physical education teacher?
To the curriculum?

•Are there specific data to verify the impact of the accommodations?

•What procedures were used to obtain data to verify that accommodations are/are not working?

•When were accommodations implemented?

•When will accommodations be reviewed?

•What effect have the accommodations had?

•Who have you contacted for assistance?

•What else can be tried?

•Try it.

•Did that work?

Yes = Intervention successful - no need to go beyond **Step I** at this time.

No = Go to **Step II which is FORMAL ASSESSMENT**

What I hear I forget.
What I see, I remember.
What I do, I know.
Chinese Proverb

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STEP II: FORMAL ASSESSMENT

Assessment is the combined process of testing, measuring and evaluating. The purpose of assessment is to assure proper placement of students in the least restrictive environment and to develop programs which effectively meet the individual needs of students.

If concerns remain after completing Step I, proper procedures must be followed in order for a formal assessment to be initiated which addresses the needs identified in Step I. These procedures involve due process which by legislative mandate must be followed. Parental notification and consent are required BEFORE any formal testing can take place. If assistance is needed regarding proper procedures to follow, the building principal should be contacted.

When motor deficits are apparent and proper procedures to begin testing have been followed, the Heartland Gross Motor Evaluation or other appropriate normed motor assessment tools may be used. In Iowa, a formal motor assessment can be administered by the student's physical education teacher (training in the area of testing students with disabilities is advisable), an adapted physical education specialist or other special education multidisciplinary team member who is qualified to conduct motor assessments. Some tests may specify who can administer them and, if so, those recommendations should be followed. Caution should be taken to not test areas which involve contraindicated movements. Safety precautions should be adhered to.

The Heartland Gross Motor test is normed on Iowa children, is easy to interpret in terms of significantly delayed motor skills, and is based on 90% skill mastery of students from 4 years 7 months to 12 years 1 month of age. Specific skills incorporated in the Heartland test include: balance, locomotion, eye-hand coordination, eye-foot coordination and coordination tasks. See Appendix I.

Best practice includes gathering assessment information from a combination of diagnostic procedures such as: formal testing, informal testing, curriculum based measurement, observation and review of records, progress monitoring, etc.

If the deficits identified through the assessment process (Step I and Step II) are other than motor deficits (i.e., social/emotional, cognitive, behavioral, or health and health-related concerns), then these areas must also be evaluated and taken into consideration.

Once formal assessment is completed, the multidisciplinary team should evaluate the results and recommend whether the student:

A. Does not require special programming (however; intervention strategies may need to be monitored in the regular class or modifications to the regular physical education class may need to be developed and described in the IEP).

B. Requires special programming. If so, the process should proceed to **Step III- which is the development of an INDIVIDUALIZED EDUCATION PROGRAM (IEP).**

STEP III: INDIVIDUALIZED EDUCATION PROGRAM (IEP)

An IEP is developed for a student once eligibility for special education has been determined. The term "Individualized Education Program" means a written plan for each student which is developed in a meeting where the following participants are present:

- a representative of the public agency, other than the child's teacher, who is qualified to provide, or supervise the provision of, special education,
- the child's teacher,
- one or both parents or guardians,
- the child where appropriate, and
- other individuals at the discretion of the parent or agency.

[Title 34 C.F.R. §300.344 (a)1 and 281—41.18 (2)b]

Physical education must be addressed during the development of the special education student's IEP. The IEP should indicate if the student will participate in regular physical education, regular physical education with modifications, or specially designed physical education. See Appendix H.

REGULAR PHYSICAL EDUCATION

If the student is to receive regular physical education, it is not necessary to describe or refer to physical education in the IEP. To make it evident that physical education was addressed at the IEP meeting, best practice would be to indicate regular physical education on the IEP or staffing form. It may also be marked in the area designated for "the extent to which student is enrolled in regular education." [Title 34 C.F.R. §300.346(c)]

REGULAR PHYSICAL EDUCATION WITH MODIFICATIONS

If regular physical education with modifications is indicated, then the modifications are to be described in the IEP (or attached).

SPECIALLY DESIGNED PHYSICAL EDUCATION

When any type of specially designed physical education is indicated, this physical education portion of the student's IEP must include the same major required elements as all other special education services included in the student's IEP. [34 C.F.R. 300.346] These elements, as they pertain specifically to specially designed physical education are:

1. A statement of the student's present levels of educational performance (PLEP). *This statement must be based on information gathered through assessment procedures and designed to describe the student's ability. If the student is to receive specially designed physical education, the integrated PLEP must include information relevant to the student's ability to perform in or during physical education class.*

The present levels of educational performance (PLEP) component is the basis of the IEP. The information presented in all subsequent components is related to the information set forth in the PLEP. If the PLEP is not adequately and properly determined, chances are the student's specially designed instructional program will not be appropriate. The statements in the PLEP should be objective, observable,

and measurable; and they should reflect the student's current educational abilities based on information gathered from a combination of diagnostic procedures. The information should be presented in a way that is immediately interpretable and does not require additional explanations. The goals and objectives should relate directly to the information stated in the PLEP.

EXAMPLE FOR INCLUDING PHYSICAL EDUCATION IN THE PLEP

Motor testing was completed by the physical education teacher, Jim Shorts, on 05/13/92. Information reported is from the Heartland Gross Motor test and from observation and consultation.

Jon Doe is functioning at age level in the areas of eye-hand coordination, locomotor skills, and static balance. He is functioning at a deficit of two years or more in the areas of eye-foot coordination, dynamic balance, and upper arm strength. Through classroom observation, it is apparent that Jon has difficulty following directions that involve more than two directives, staying on task when activities are longer than 5 minutes, and taking turns with other children. Jon works hard during class time and responds well to verbal praise.

Based on the information in the above PLEP, physical education goals should relate to one or more of the following areas:

1. eye-foot coordination
2. dynamic balance
3. upper arm strength
4. ability to follow directions to games that have more than two directives
5. the length of time Jon participates appropriately in activities
6. social skills necessary to play games

2. A statement of annual goals, including short-term instructional objectives. *Annual goals provide direction for the student's program throughout the year and short-term instructional objectives provide the focus of specific skills which should be accomplished within one year. The writing of the goals and objectives for specially designed physical education should be a collaborative effort between the person who will be delivering the program, members of the multidisciplinary team, and the participants in the student's IEP meeting.*

ANNUAL GOALS FOR AN IEP

An annual goal is a broad statement designed to give direction to the instructional program. Once the PLEP information has been obtained and studied, the team should identify the areas to be emphasized in the student's program. An annual goal focuses on the student's area of need (weakness or skill requiring maintenance) as identified in the PLEP. It must relate to information presented in the PLEP. *(If the physical education portion of the PLEP only contains information relating to dynamic balance and eye-hand coordination, then it would be inappropriate to write goals for swimming.)*

EXAMPLES OF ANNUAL GOALS FOR PHYSICAL EDUCATION

1. Susan will improve abdominal strength by learning to execute sit-ups correctly.

2. Mary will execute correctly the basic gross motor skill of catching a ball.
3. Sammy will learn to run.
4. Maria will improve cardiovascular endurance by learning to jump rope.
5. Tom will improve the social skill of taking turns during cooperative play games.
6. Joanie will learn 10+ low organizational games.
7. Raul will learn the eye-hand coordination skill of striking a ball with a bat.
8. John will demonstrate head control in a variety of individual and team sports.
9. Larry will learn the rules to 3 team sports of his choice.
10. Sally will improve her water adjustment skills in a swimming pool.
11. Jeni will demonstrate a positive attitude in relation to fitness and leisure sports.
12. Amy will demonstrate improved overall awareness of her surroundings and peers in her environment in a variety of individual and team sport activities.

SHORT-TERM OBJECTIVES FOR AN IEP

While the annual goal is a broad statement, an objective is short-term, narrow and specific. It describes a skill in terms of **action or behavior, condition,** and **criterion.** Action is a description of the type of skill to be performed (e.g., run). Condition refers to the provisions under which the skill will be performed (e.g., run 25 yards). Criterion indicates how well the skill is to be performed (e.g., run 25 yards in 10 seconds). Just as annual goals must relate to the PLEP, the objectives must relate to the annual goals. If the annual goal relates to improving eye-hand coordination, the objectives should include skills such as catching, throwing and striking.

Objectives are helpful in identifying activities to be conducted in class, but they are not meant to take the place of daily, weekly, or monthly lesson plans. They should be usable in everyday life, form the basis for further learning, be applicable to many physical education activities, and match assessment data.

EXAMPLES OF SHORT-TERM INSTRUCTIONAL OBJECTIVES FOR PHYSICAL EDUCATION

BEHAVIOR	CONDITION	CRITERION
Julie will bowl	at the local bowling alley	an average score of 70 in 3 consecutive games
Ben will throw at a target 30" X 30"	from a distance of 10 feet using 3" X 3" bean bags	and hit the target 7 of 10 times
Rita will dance in time to music	from memory	2 folk dances without error

1. Suzie will do 25 mini sit-ups (or crunches) in the bent-knee position in a period of one minute.
2. Mary will throw a 12 inch softball (overhanded with opposition) 8 out of 10 times.
3. Tom will strike an oversized ball pitched to him 5 out of 10 times during a teacher supervised softball game.

4. Larry will visually track and catch a 10" ball rolled from 10' away, 8 out of 10 times.
5. Jeff will balance on his preferred leg for 3-5 seconds during a teacher designed skill test.
6. Sammy will overhand throw a tennis ball into a 24 inch wall target (3 ft. off the ground) 6 out of 10 times from a distance of 30 feet.
7. Teri will perform a standing long jump of 60 inches 4 out of 5 times using correct arm swing and simultaneous take-off and landing on both legs.
8. Stevie will catch a tennis ball (with hands only) 7 out of 10 times when tossed from a distance of 10 feet.
9. Alfonzo will dribble a basketball 20 consecutive times with his left hand.
10. Kathy will follow directions and successfully participate in three bean bag games to the satisfaction of the observer.
11. John will hop in a pattern (3r, 3l, 3r, 3l) three out of five times when asked by and with social approval of the teacher.
12. Geeta will run 30 yards in ten seconds or less using a nonsupport running gait.
13. John will bounce-catch a playground ball (1 3 5 7 10) times on a teacher designed skill test.
14. John will ride a stationary bike approximately 20 minutes three times per week.
15. When asked by the teacher, Jenny will perform motor directions of relay activities 100% correct for _____ consecutive sessions.
16. Using her right hand, Bonnie will strike a balloon and keep it in the air 5-10 times before letting it drop to the floor.

GENERALIZATION

In Jimmy Jones' PLEP, it is stated that he is functioning with delays in the areas of eye-foot coordination, locomotor skills and static balance. Through classroom observation, it is noted that during team activity situations his social competence is low. Below are some possibilities for annual goals and short-term objectives. (The goals and objectives should be based on assessment outcomes and task analysis of skill deficits). See Appendix G.

Goal 1. Jimmy will learn the eye-foot coordination skill of kicking.
- **obj. 1.** Jimmy, from a standing position, will form a kick by swinging the preferred leg backward and forward five times to the satisfaction of the teacher.
- **obj. 2.** Jimmy, from a standing position, using a swinging leg motion of backward/forward will strike a stationary ball with his toe, four out of five tries.

Goal 2. Jimmy will increase his ability to maintain his balance.
- **obj. 1.** Jimmy will balance on his right leg 10 seconds 3 out of 4 tries.
- **obj. 2.** Jimmy will stand heel-toe and maintain balance for 5 seconds 3 out of 4 tries.

Goal 3. Jimmy will demonstrate social competence while participating in team activities.

- **obj. 1.** Jimmy will demonstrate appropriate behavior after losing games by not whining, pouting, or crying 4 out of 5 class periods per week.
- **obj. 2.** Twice a week, Jimmy will lead a follow-the-leader game speaking loudly enough to be heard by other students.
- **obj. 3.** Jimmy will demonstrate 3 positive interacting behaviors during every 20 minute class period.

3. A statement of specific special education and related services to be provided to the student and the extent to which the student will be able to participate in the regular educational program. *A statement indicating any special needs that the student would require in order to succeed in the designated program should be addressed here. This statement is based on the data collected from assessments administered. It is also important to include a statement indicating when the student would be able to participate in any regular educational programs.*

Physical Education Example: Samantha Dewey will attend regular physical education classes with the requirement that her aide be with her during that time. She will also receive specially designed physical education for one class period during the first week of each month school is in session. (There could also be a designated area on a student's IEP where this information is checked off).

4. The projected dates for initiation of services and the anticipated duration of services. *A statement specifying when specially designed physical education is to begin and how long it is to be provided should be present in the IEP.*

5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved. *Basic approaches should be provided to ensure that criteria and evaluation processes are in place to determine if short-term instructional objectives are being met (e.g., standardized tests, criterion referenced approaches to assess progress, informal progress monitoring, etc.). Methods of evaluation procedures could include: teacher observation, checklists, rating scales, peer ratings, notebook reviews, projects, skill tests, criteria measures, probes, etc.*

Once annual goals and short-term objectives have been determined, the final step ***(Step IV)*** *is activated.* ***Step IV is the process of DETERMINING THE APPROPRIATE PROGRAM.***

You are special when you make other people feel special.

Rudy Benton

STEP IV: PROGRAM OPTIONS

It's the law! Every student in special education must have a physical education program made available (unless medically excused by a physician or excused by the same regulations which apply to students not in special education). Physical education programs must be appropriate to the educational needs of the individual student and in the least restrictive environment.

Physical education program content for students in special education should be based on the same physical education curriculum that regular education students receive. If we expect students with disabilities to succeed in a world with individuals that are not disabled, these students need to be taught the same skills and offered the same instructional opportunities (modifications or exceptions should be made only when necessary).

Student placement is a critical decision based on valid and reliable information and assessments compiled by the multidisciplinary team. Consideration of the whole student is a prerequisite to proper placement. The placement decision should be based on an appropriate program in which the student can successfully and safely participate. Decisions regarding whether a student should receive regular or specially designed physical education should not be based solely on physical abilities. While the student's physical health and movement abilities should be considered, the key issue lies in determining the appropriate program based on the goals and objectives of the IEP. For example, a behaviorally disordered student with an IEP goal of improving interpersonal relations in controlled one-to-one interactions may have difficulty in a physical education setting where team activities are common. This student may need a specially designed physical education option and the program would be addressed in all applicable areas of the IEP. **The PLEP would reflect this need and the goals and objectives for specially designed physical education would focus on appropriate behavior strategies while participating in physical education activities, etc.** On the other hand, a student with a physical disability who moves in a wheelchair may be able to participate successfully in team activities because he/she has the necessary social skills and can make adaptations to meet the physical skill demands of the class. An appropriate placement option for this student with a physical disability may very well be regular physical education. Additional factors such as instructional personnel, facilities, equipment and scheduling should also be considered to support the program decision.

This section describes possible instructional options in physical education and the IEP requirements necessary for each option. The options are examples of program strategies which will enable local education agencies to provide appropriate physical education programs for students in special education.

OPTION 1. Enrollment into the regular physical education program (with students that are not disabled) with no needed changes in instructional approaches, scheduling, equipment or staff. This placement would be appropriate for a student in special education whose disabling condition does not cause any limitations in physical education. The student may require minor modifications that a teacher might make for any student in class. It would provide all educational benefits of the regular physical education program.

Comment: If a student in special education is enrolled in the regular physical education program without any special adaptations needed, it is not necessary to describe or refer to physical education in the IEP. Only minimal information about the physical education program is required in the student's IEP. [Title 34 C.F.R. §300.346 (c)] The minimal information required pertains to the extent to which a student is able to participate in regular education. To make it evident that physical

education was addressed at the IEP meeting, best practice would be to indicate regular physical education on the IEP or staffing form.

OPTION 2. Enrollment in regular physical education with modifications. Some students in special education with various disabilities are able to participate in the regular physical education program with students that are not disabled if adaptations or modifications are made for them. These modifications can be made by the regular physical education teacher and may include modifications in class organization, behavior management, instructional techniques, special equipment, grading procedures, assistive devices, etc. The assistance of other individuals may also be a form of modification. Classroom associates (aides), volunteers and peer partners can be very helpful in assisting students with disabilities. Noncertified personnel, however, must be supervised and trained by certified/licensed staff such as the physical education teacher. Certified/licensed staff maintain responsibility for students and their instruction.

Comment: For these students, the IEP would include a brief description of the special modifications that are necessary for the individual student. These could be attached to the IEP. [Title 34 C.F.R. Pt. 300, App. C, July 1, 1990 Question 48]. See Appendix D.

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The following program options 3, 4, & 5 contain some degree of specially designed physical education. These options usually involve special teaching arrangements which may vary according to need, personnel, scheduling, etc. ***In Iowa, specially designed physical education may be taught by a regular physical education teacher, an adapted physical education teacher, or a special education teacher***. For students in special education receiving options 3, 4, or 5 or any other option which involves specially designed instruction, the specially designed program must be addressed in all applicable areas of the IEP (e.g., present levels of educational performance, annual goals, short-term objectives, and services to be provided, etc.). These statements, however, would not have to be presented in any more detail than the other special education services included in the student's IEP. [Title 34 C.F.R., Pt. 300, App. C, July 1, 1990, Question 49]

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OPTION 3. Enrollment in full-time regular physical education or regular physical education with modifications combined with specially designed supplementary programming (individual or low ratio instruction). In this arrangement, students in special education are able to participate full-time in the regular physical education or regular physical education with modifications program with students that are not disabled. They participate on a functional level and/or may benefit socially from the integration, but need occasional supplementary instruction to catch up with their peers in an attempt to remedy identified specific deficit areas noted in their PLEP. The specially designed supplementary program must be included in all applicable parts of the IEP.

Clarification for option 3:

Regular physical education or regular physical education with modifications (see Option 2) and specially designed physical education should be indicated on the IEP. The following information must be addressed pertaining only to the specially designed physical education supplementary programming.

1. The PLEP would include the student's deficit areas pertaining to physical education (based on assessments).
2. Annual goals and short-term objectives would be found pertaining to the deficit areas identified in the PLEP.
3. There would be a statement indicating the specific programming that the student would require in order to succeed in the designated program.

EXAMPLES

A. Two weeks prior to the following units_____, Diane will receive specially designed physical education supplementary programming on an individual basis for approximately 45 minutes a week.

B. Diane will receive specially designed supplementary programming in a small group setting for approximately 30 minutes during the first week of each month that school is in session.

4. The projected dates for initiation of services and anticipated duration would be listed.
5. Appropriate objective criteria and evaluation procedures to determine progress toward completed goals and objectives would be present in the IEP.

OPTION 4. Enrollment in regular physical education or regular physical education with modifications combined with specially designed options. This type of placement involves the special education student whose performance capabilities allow for minimal participation in the regular physical education or regular physical education with modifications class with students that are not disabled. These students need additional instruction in order to maintain an acceptable level of performance and have success in the regular class. One of the options is to place the student in the regular class for selected units and in a specially designed program for others. Another option is for the student to be in the regular class full time and additionally receive specially designed physical education on a regular basis. The specially designed portion must be included in all applicable parts of the IEP.

Clarification for option 4:

Regular physical education or regular physical education with modifications (see Option 2) and specially designed physical education should be indicated on the IEP. The following information must be addressed pertaining only to the specially designed physical education option.

1. The PLEP would include the student's deficit areas pertaining to physical education (based on assessments).
2. Annual goals and short-term objectives would be found pertaining to the deficit areas identified in the PLEP.
3. There would be a statement indicating the specific programming that the student would require in order to succeed in the designated program.

EXAMPLES

A. Simone is medically excused from the following contact sports activities_____. When these activities are being taught in regular physical education, he will participate in specially designed physical education.

B. In addition to regular physical education, Simone will participate in specially designed physical education approximately 55 minutes per week that school is in session.

4. The projected dates for initiation of services and anticipated duration would be listed.
5. Appropriate objective criteria and evaluation procedures to determine progress toward completed goals and objectives must be present.

OPTION 5. Exclusive enrollment in specially designed physical education. This is an option for students in special education whose needs are such that the most appropriate and least restrictive instructional environment is a self-contained special physical education class or one-to-one setting. Reasons for this placement may include severity of disabling condition, severity of motor impairment, extent of motor performance deficit and/or behavioral characteristics. The specially designed program must be included in all applicable parts of the IEP.

The purpose of specially designed physical education programs is to remediate specific problems students with disabilities have which interfere with their functioning in the regular physical education setting and/or their home and community environment as it relates to physical education objectives. For the student with severe disabilities, physical education goals may need to be in the areas of play and game skills (simply learning to play), perceptual-motor functioning, leisure and social skills, functional movement, body images, etc. Physical education teachers should choose two or three goals at a time and carefully plan their program implementation.

Clarification for option 5:

This is the most restrictive placement option. Other less restrictive options must have been considered and justification for this placement must be documented. The following information must be addressed pertaining to the specially designed physical education program.

1. The PLEP would include the student's deficit areas pertaining to physical education (based on assessments).
2. Annual goals and short-term objectives would be found pertaining to the deficit areas identified in the PLEP.
3. There would be a statement indicating the specific programming that the student would require in order to succeed in the designated program.

EXAMPLE

A. Shawn will participate in (small group) or (one-to-one) specially designed physical education two periods per week that he is in attendance at school.

4. The projected dates for initiation of services and anticipated duration would be listed.

5. Appropriate objective criteria and evaluation procedures to determine progress toward completed goals and objectives would be present in the IEP.

Situation:

a. The regular physical education teacher is teaching the class.
b. The class is scheduled to meet in the gym 3rd hour on Tuesdays and Thursdays.
c. The students are participating in regular curriculum activities with modifications when needed.
d. There are only special education students enrolled in the class.

Question: Is this considered regular physical education or specially designed physical education?

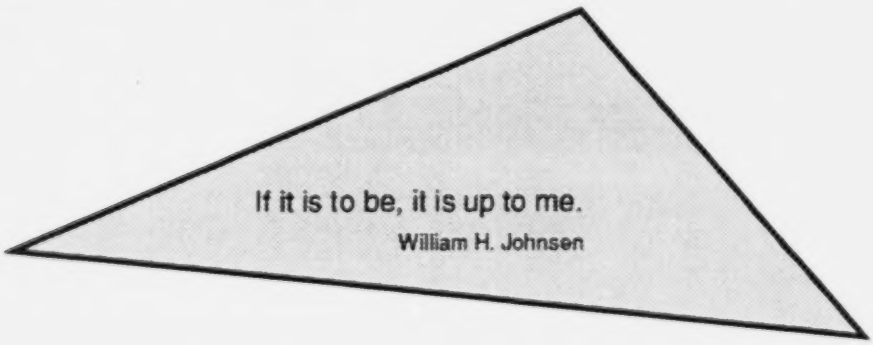
Answer: IT IS SPECIALLY DESIGNED PHYSICAL EDUCATION

NOTE: When special education students who are attending a public school are taught physical education in a segregated setting (whether small group or individually), this is considered a form of specially designed physical education, and all applicable parts of the IEP must be addressed. In Iowa, the regular physical education teacher, an adapted physical education teacher, or a special education teacher may teach this class.

The intent of "Regular Physical Education" is participation with students that are not disabled. [Title 34 C.F.R., Pt. 300, App C, July 1, 1990, Question 49]

OPTION 6. Physical education in a special setting. Under certain circumstances, some special education students within given disability categories are educated in a special setting such as a residential school. Students in these settings receive physical education as a part of their educational program in these facilities.

Comment: If a student is in a separate facility that has a standard physical education program (e.g., a residential school for the deaf), and if it is determined on the basis of the student's most recent evaluation that the student is able to participate in that program without any modifications, then the IEP need only note such participation. On the other hand, if special modifications to the physical education program are needed for the student to participate, those modifications must be described in the IEP. Moreover, if the student needs an individually designed physical education program, that program must be addressed under all applicable parts of the IEP. [Title 34 C.F.R., Pt. 300, App. C, July 1, 1990, Question 49]



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PERSONNEL

There are a number of people who can have a positive effect on the physical education programs for special education students.

Regular Physical Education Teacher

A regular physical education teacher could provide either full physical education services or partial physical education services to special education students. If no adapted physical education specialist is available, the regular physical education teacher may work directly with the special education students in the physical education program option that is designated on their respective IEPs.

If an adapted physical education specialist is available to provide the specially designed options, the regular physical education teacher may be the other half of the intervention remediation team. He or she should share with the adapted physical education specialist the responsibilities for designing and implementing the IEP.

Adapted or Special Physical Education Teacher

Adapted or special physical education teachers not only possess basic competencies necessary to teach regular physical education, they have additional specialized training related to teaching children with various disabling conditions. The specialized training addresses characteristics of the disabling conditions, various adaptation of skills, and teaching learning strategies related to working with students with severe disabilities.

An adapted physical education specialist might provide direct service to students, serve as a resource specialist or consultant to the physical education or special education teacher/classroom teacher, or provide both consultative and direct services.

Special Education Teacher/Classroom Teacher

The special education teacher/classroom teacher can contribute to the success of the program by informing and assisting the physical education teacher with particular medical, behavioral, personality, and/or physical characteristics, and with needs which are unique to each student. The special education teacher may also help with the development of program objectives by providing information regarding classroom learning priorities; informing the physical education teacher of specific learning difficulties that may carry over into the physical education class; and relaying information regarding cognitive learning units that may be reinforced in the physical education program. Special education and classroom teachers can also reinforce physical education skills and objectives by incorporating motor development principles into classroom activities. Ongoing communication among all teachers is a necessity for successful educational programs.

Special education teachers in Iowa can teach physical education to the students that are assigned to special education. This would be considered "specially designed" physical education due to the fact that they would be teaching segregated small groups or individuals.

Superintendent

As the key administrator, the superintendent sets the tone for attitudes and services for students receiving special education and assures that a free appropriate public education is offered. The superintendent should emphasize: the importance of communication among persons involved in teaching students in special education, the importance of quality physical education for all students, and the responsibilities all staff members may have with students in special education.

Principal
Principals are primary decision makers with regard to scheduling, class size, expenditures on materials and resources, staff development opportunities, and building procedures. They can also assist in locating pertinent resources, assist in problem solving for appropriate solutions, and can provide support to staff members and parents of students in special education. The principal should also emphasize the importance of communication among persons working with students in special education, the importance of quality physical education, and the responsibilities all staff members may have with students in special education.

LEA Special Education Coordinator
The LEA special education coordinator ensures that quality physical education services are being provided to special education students in the least restrictive environment. The coordinator should be aware of state and federal requirements with regard to physical education, ensure that proper procedures are followed, and serve as a resource person for parents and staff. The LEA special education coordinator should work with regular education teachers as well as with special education personnel and parents.

Physical Education Department Chairperson and/or Curriculum Director
The physical education department chairperson and/or curriculum director should include special education students as part of their responsibilities, and should serve as resource persons with regard to the physical education course of study. Since the general goals and objectives for students with disabilities usually vary little from those students that are not disabled, they need to be included in curriculum activities that relate to the total school population.

Physician
Physicians ascertain the health status of children, diagnose medical problems, and prescribe treatment programs when needed. It is critical that physical education teachers have access to pertinent school medical information related to all students in their classes. School personnel must also work closely with physicians to ensure that blanket excuses for exemption from physical education are not written by the physician when all that is needed is a modified or specially designed physical education program. Physicians could provide information with regard to contraindicated physical activities, functional abilities, and medications and related side effects. If a physician does write a medical excuse exempting a student from physical education, that excuse must be honored and documentation placed in the student's file.

Occupational Therapist (OT) and Physical Therapist (PT)
Occupational and physical therapists may work with students in special education in the school, at medical institutions, or in private practice. These individuals are valuable resource people for the physical education teacher. They can provide information pertaining to applying principles, methods and procedures for the analysis of fine and gross motor functioning, and they can help determine developmental and adaptive motor competencies and contraindicated movement and/or activities. **They should not be asked by the physical education teacher to develop curriculum.** Occupational therapy and physical therapy should not be viewed as a substitute or take the place of physical education. Each discipline provides a unique service to the student; that is, occupational and physical therapist services provide therapeutic intervention as a related/support service while the physical education program is educational or academic.

School Nurse
The school nurse serves as a local resource person who can work directly with school staff in maintaining up-to-date medical records and routing critical information about individual students (such as information about medication being taken). They may also provide staff development activities, serve as a parent contact, provide screenings in areas such as vision and hearing, and answer medically related questions for the staff.

Parent

Communication among school personnel and parents is a key to achieving successful physical education programs for special education students. Learning is a cooperative process; parents need to be active partners in planning and carrying out educational programs.

As part of the multidisciplinary team, parents can provide necessary and pertinent information about their child. (The family can share information about the child's interests, needs and abilities as well as information related to attitudes and behavior.) A communication system should be established among school personnel and parents to facilitate an educational partnership.

Physical education should be included as a topic at IEP meetings so that appropriate, annual goals and short-term objectives of the program can be communicated. Parents can reinforce and supplement the development of physical education skills by working with their children at home. Family members can also offer feedback to school personnel regarding success or failure in meeting educational objectives.

Teacher Associate

When needed, teacher associates can accompany students in special education to regular and/or specially designed physical education classes. Associates may take an active role when assigned to work with a physical education teacher. They will need to become involved in staff development activities in order to learn about motor development and the needs of individual students. Although the certified teacher is responsible for the teaching/learning process, an associate, with proper training and under the certified teacher's supervision, may work with students in educational programs developed and implemented by certificated staff. [281.12:4(9) Iowa Code]

Peer Partners and Volunteers

Peer partners and adult volunteers can provide valuable assistance to certificated staff if time is scheduled for adequate training. Volunteers should be assigned tasks for which they have been adequately prepared, and the performance should be supervised by the certified teacher. **Noncertified personnel must be supervised and should be trained by certified staff. Certified staff maintain the responsibility for students and their instruction.**

Area Education Agency Support Staff

AEA support staff are aware of state and federal requirements and can help ensure that proper procedures are followed. They can serve as resource persons for parents and LEA staff and can provide valuable information relative to programming, curriculum design and the unique needs of individual students.

Student

When appropriate, students with special needs should be given the opportunity to express the expectations they have for themselves in the area of physical education. Health and fitness, socialization opportunities, and recreation/leisure skills are specific lifetime skill areas where student input can add to the success of the program.

PROGRAM ENHANCEMENT

How Support Individuals Can Be Utilized

There are some integrated settings in physical education where students with disabilities will need support from other individuals in order to ensure success. This support may come from teacher associates, peer partners, volunteers, or from other teachers. The assistance may range from "hands on" in most activities to occasional assistance in specific activities.

Before the support individuals work with these students, there must be an orientation and training which should include the following: (not all inclusive)

1. learning about specific disabilities and specifically the disabilities of the students they will be working with
2. talking about attitudes
3. learning about dealing with different behaviors and behavior management
4. understanding confidentiality concerning students
5. being exposed to different learning styles
6. learning how to appropriately interact with the special education student

Classroom associates, volunteers and peer partners can be very helpful in providing physical education services to students in special education if needed. Noncertified personnel, however, must be supervised. Certified staff maintain responsibility for students in their class and their instruction.

Procedures for Integrating Special Education Students Into Regular Physical Education

The process of integrating students with disabilities into the physical education setting is not a complicated matter, but it does take effort from the physical education teacher and the use of a variety of teaching techniques and strategies. Successful integration actually begins before the student enters the physical education setting. This includes teacher inservice and possible preparation of the students in the receiving class. The physical education teacher may receive the following:

1. medical history and current medical considerations
2. contraindicated activities
3. specific teaching techniques that have previously worked for the student
4. behavioral management considerations
5. motor assessment of student to be integrated
6. student's class schedule and best period for integration

The physical education teacher may be involved as a multidisciplinary team member and through this process, child specific information would be shared. If not, the physical education teacher may need to inquire with the appropriate personnel to find solutions to problems. There must be ongoing communication to enhance the success of the program.

One of the most important aspects of successful integration is having the physical education teacher possess a positive attitude. The physical education teacher must take ownership of all students in his/her classroom. He/she must take the responsibility of making a commitment to teach all students regardless of their disability.

Medical And Safety Considerations

Safe programming for all students must be a primary concern of teachers and administrators. Preventive measures which establish safety as a priority can lessen the chance of litigation and can also lessen the chance of being found liable if a suit is filed. Physical education teachers and administrators can follow many practices to minimize injuries and promote safe physical education programs. The following practices can be integrated as an important part of the total physical education program for all students:

1. **proper supervision**
2. **proper instruction**
3. **proper equipment and facilities**
4. **knowledge of medical and first aid considerations**
5. **knowledge of policies/rules/regulations**
6. **proper documentation of records/reports/injuries/parental contacts, etc.**

The physical education teacher should maintain a good avenue of communication between parents, the school nurse, the special education teachers and their associates, AEA support staff, classroom teachers, and administrators. The physical education teacher should receive information about the students they have in class who have medical conditions or that are taking medication that would affect their ability to perform in physical education class. The school district should also have a plan to share relevant information with the substitute teachers of physical education classes. Best practice would be to develop a formal building plan with regard to who, what and how relevant health information is disseminated.

Teachers and administrators should develop positive working relationships with physicians and other medical personnel in the community. Current and relevant medical information is critical to the development of safe and appropriate physical education programs for all students.

Transition

Special education personnel have increasingly expressed concern about student outcomes following school completion. Follow-up studies have indicated not only that students had difficulty in securing and maintaining jobs, but that they had not learned productive or rewarding ways of using leisure time. It appears that educators cannot assume that skills learned in the classroom or gym will automatically be transferred to the community once students graduate. The special education program, including physical education, may need to include directed community experiences to facilitate the student's transition to community living. The multidisciplinary team decision and implementation of transition goals which could be accomplished through physical education should be documented in the IEP. In areas of the state where these resources are severely limited, the local school district and the AEAs should work with community leaders to find resources and develop programs.

Transition planning should not only address strategies for the future needs of students; it should also address the immediate needs students have pertaining to making adjustments to different programs and levels.

Students in special education are often more restricted than their regular education peers when it comes to participating in after school activity programs. Special education professionals and physical education teachers should work with teachers, parents, community leaders, and local district administrators to address the need for the development of active recreational opportunities for all students. Activities where all students could participate might include Special Olympics Unified Sports Programs and intramural programs. Students in special education should be encouraged to participate in extracurricular activities. Too often these students are not made aware of their right to be a part of school activities. Special attention to student needs for after school activities during junior high/middle school and high school is especially appropriate.

Grading

There may occasionally be a need to change the grading procedure to reflect the special needs and abilities of students in special education. Whenever possible though, these students should be expected to follow the same grading procedures as their regular education peers. If a different grading procedure is to be used, this could be noted as a modification to the regular physical education program and should be described in the student's IEP.

Some students may need to be given extra time to dress, allowed to wear different clothing, be given help opening and closing their lockers, have tests modified, or be given assistance to complete a task assigned during class. It is desirable to have a number of alternative ways of grading a student's progress toward the intended objectives of the course.

Points to remember in the process of developing grading procedures:

- the student's current level of performance
- the student's readiness for future units
- the quality of the student's performance based on individual ability
- the effort the student puts forth
- the student's ability to relate to others
- the student's improvement on past performances
- the student's ability to understand and interpret directions

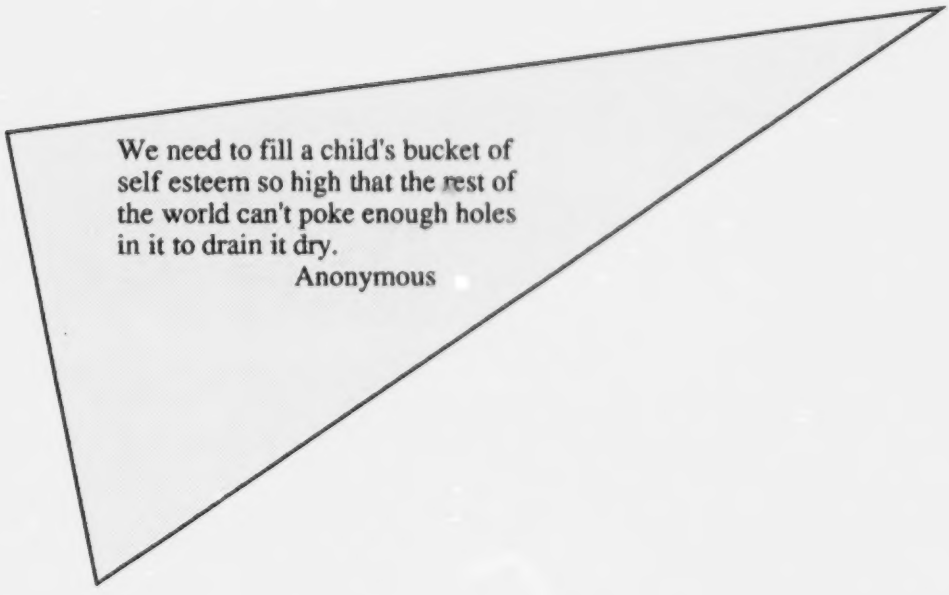
Six examples of grading practices: (each has advantages and disadvantages)

1. **letter or numerical:** traditional system of giving a student a mark at the end of a course to demonstrate level of performance
2. **pass/fail:** criterion-based measurement system which permits teacher to indicate if student has met predetermined standards
3. **checklists:** criterion-based measurement which allows teacher to check student's progress against a predetermined list of skills
4. **contracts:** mark assigned based on predetermined goals and objectives student reached during the instructional period
5. **letter to parents:** written report giving narrative information about student's performance
6. **blanket grades:** all students receive a predetermined grade at the end of the marking period

The purpose and methods of grading should be clearly understood. Teachers must be organized, goal directed, systematic and able to analyze objectives to develop appropriate means of measuring and recording student progress.

Long Range Goals

1. Leisure time skills
2. Play and game skills
3. Positive self-concept
4. Social competency
5. Tension release
6. Perceptual-motor function
7. Physical and motor fitness
8. Motor skills and patterns
9. Creative expression
10. Mobility
11. Functional fun movement
12. Fitness/health
13. Sport appreciation
14. Spatial awareness


We need to fill a child's bucket of self esteem so high that the rest of the world can't poke enough holes in it to drain it dry.
Anonymous

BEST COPY AVAILABLE

APPENDICES

A. Flow chart of delivery system for physical education

B. Abbreviations and glossary

C. Iowa physical education program components

D. Suggestions for modifications

E. Physical education and Special Olympics

F. Definition and eligible students

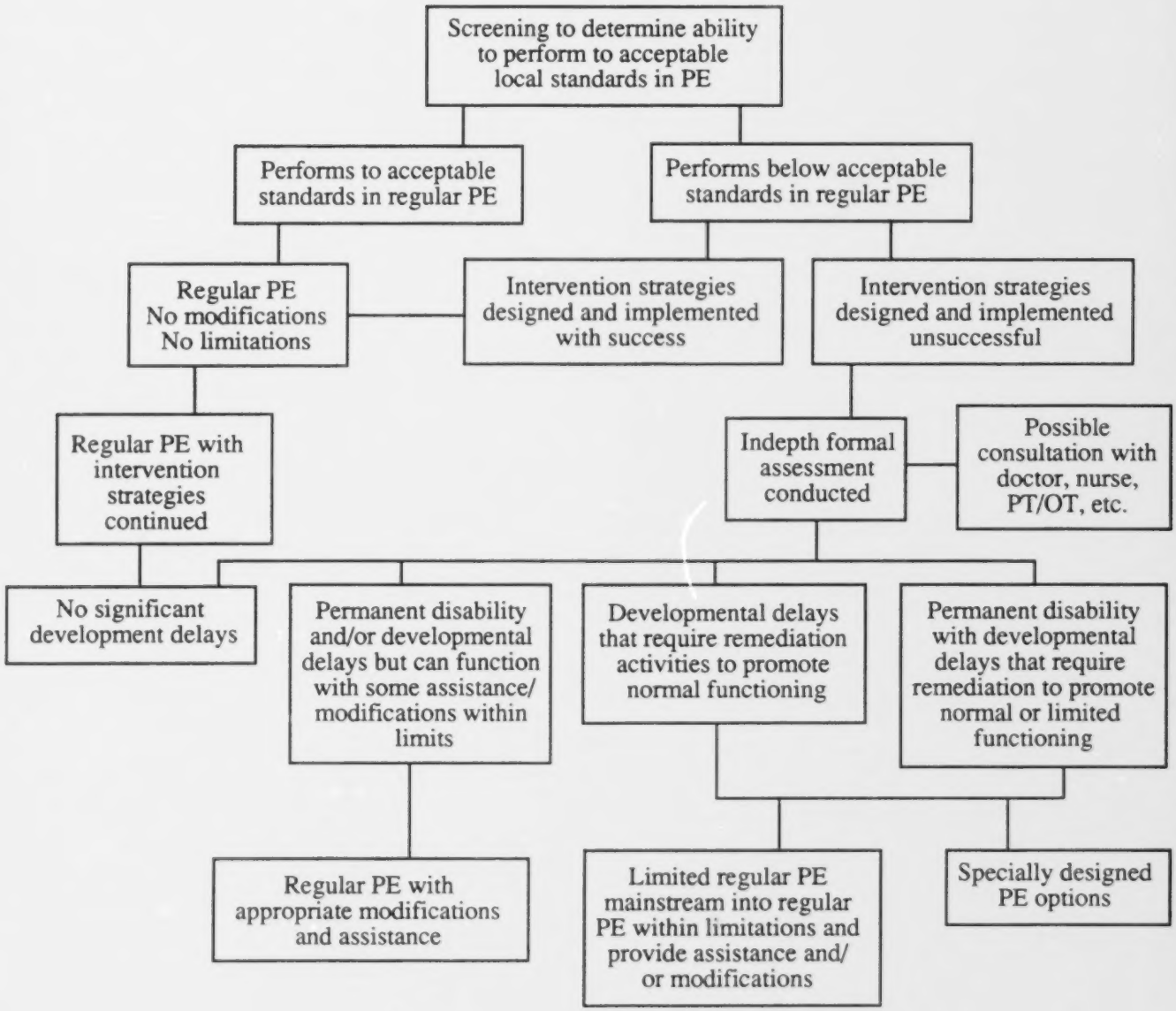
G. Task analysis

H. State IEP example form

I. Evaluation instruments

APPENDIX A

Delivery System for Physical Education


Screening to determine ability to perform to acceptable local standards in PE
Performs to acceptable standards in regular PE
Performs below acceptable standards in regular PE
Regular PE No modifications No limitations
Intervention strategies designed and implemented with success
Intervention strategies designed and implemented unsuccessful
Regular PE with intervention strategies continued
Indepth formal assessment conducted
Possible consultation with doctor, nurse, PT/OT, etc.
No significant development delays
Permanent disability and/or developmental delays but can function with some assistance/ modifications within limits
Developmental delays that require remediation activities to promote normal functioning
Permanent disability with developmental delays that require remediation to promote normal or limited functioning
Regular PE with appropriate modifications and assistance
Limited regular PE mainstream into regular PE within limitations and provide assistance and/ or modifications
Specially designed PE options

APPENDIX B

Abbreviations and Glossary

Abbreviations

AEA	Area Education Agency
APE	Adapted Physical Education
CFR	Code of Federal Regulations
DE	Department of Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LEA	Local Education Agency
LRE	Least Restrictive Environment
PE	Physical Education
PL	Public Law
SEA	State Education Agency
USC	United States Code

Glossary

Annual Reviews: it is mandated that all IEPs are reviewed annually and goals and objectives determined for the new year

Code of Federal Regulations: an official federal document which specifies laws enacted by Congress, and in particular, responds to questions regarding IEPs

Compliance: being in concert with the intent of the law; the IEP process and IEP product may be viewed in terms of compliance and best practice

Content: the substance of instruction; that which will be learned is often referred to as the content of instruction; content may refer to academic or non-academic skills and knowledge

Criteria: the standard which must be achieved; criteria may be stated in terms of percentage correct and incorrect, the rate of performance, the duration of performance, the time by which a specific level of performance will be expected, and so on; objectives must state specific criteria so the IEP team and student will know when an objective has been achieved

Curriculum-Based Statements: statements which refer to the student in terms of his/her performance in the curriculum

Disability: the preferred term for identifying an individual whose functioning in one or more areas is sufficiently discrepant from his or her peers so as to require special education. Students and adults are referred to as "individuals with disabilities" versus "the disabled"

E.H.A.: Education of the Handicapped Act (see P.L. 94-142); the most cited Act pertaining to the education of students with disabilities

Evaluation: a multidisciplinary evaluation (assessment) of a student is required prior to placement in special education; that is, an assessment is needed for a placement decision. Data also are required to determine the appropriateness of interventions for a given student; such data may come from comprehensive assessment or from other assessment tools (e.g., curriculum test, teacher observation, parent views)

Full Inclusion: refers to educating students with disabilities in neighborhood schools and age appropriate classrooms with support as necessary for success

General Education: regular education, the educational program offered to students in the mainstream

Handicap: the term used for disability in Public Law 94-142, the Education of All Handicapped Children Act of 1975. Today this term has a somewhat negative connotation which implies that the individual is "usable;" and, therefore, disability is used in its place.

IDEA: the act which extends P.L. 94-142; the Individuals with Disabilities Education Act of 1990 which provides guidelines and legal requirements for identifying and serving individuals with disabilities

Integration: refers to placement in self-contained classes within chronological age appropriate regular schools with maximized interactions with non-disabled peers

Individualized: planned and presented specifically to meet the needs of a given student

Individualized Education Program (IEP): an IEP is mandated for all students with disabilities and is a yearly plan formulated jointly by parents and the school district multidisciplinary team

Least Restrictive Environment (LRE): the educational setting which provides greatest exposure to and interaction with regular education students and persons without disabilities, yet enables the student with a disability to receive an appropriate education

Mainstreaming: refers to educating students with disabilities in regular classrooms

Measurable: behavior that is directly observable and can be qualified (e.g., counted, weighed, etc.)

Multidisciplinary Team: a team of professionals from different disciplines (e.g., medicine, social work, education, physical therapy) who assess and work together to prescribe/plan and sometimes intervene/teach individuals with disabilities

Objective: that which is known or observable (versus having to do with the mind); objectives in education refer to statements which include a behavior component, the conditions under which the behavior will occur, and the criteria for satisfactory performance

P.L. 94-142: Public Law 94-142 is known as The Education of All Handicapped Children Act of 1975 which provides for a free, appropriate public education for all children with handicapping conditions (amended by the IDEA)

PLEP: present levels of educational performance; PLEP statements are included in IEPs as the basis from which goals and objectives are derived; PLEP statements link the comprehensive evaluation to the determination of annual goals and objectives

Special Adaptations: adaptations that will enable the pupil to be served in general education such as intensive short-term special education, interpreters for the hearing impaired, visual aids and curricular adaptations, educational aides, and specialized or modified instructionally related equipment

Reverse Integration: refers to non-disabled peers being brought to a segregated facility or classroom to provide interaction experiences

Special Education: an educational program especially designed to enable a student with a disability to receive an appropriate education

Specially Designed Instruction: curricula and/or strategies that have been modified to especially meet the unique learning needs and learner characteristics of a given student with a disability

Staffing Team: the IEP team; the team of persons who determines what will go into the IEP including the parent/guardian and student, if appropriate

Major Source: Iowa IEP Resource Manual, Field Edition, January 1992

APPENDIX C

IOWA PHYSICAL EDUCATION PROGRAM COMPONENTS

In Iowa, the local education agencies are required to develop a physical education curriculum and have it on file. The standard curriculum, however, may not be appropriate for students who have very unique needs (such as students having severe disabilities). Their curriculum would require a specially designed program tailored to meet their individual needs. The specially designed program should strive to offer similar opportunities that are fun, functional and age appropriate.

The Iowa Department of Education, in its 1985 manual, A Tool for Assessing and Designing a K-12 Physical Education Program, gives the following guidelines for comprehensive instruction in physical education.

The elementary school curriculum provides for:

Movement education
Tumbling/gymnastics
Rhythmics/dance
Physical fitness
Sports/games
Aquatics
Leisure/Lifetime activities

The middle school/junior high curriculum provides for:

Tumbling/gymnastics
Rhythmics/dance
Physical fitness
Sports/games
Aquatics
Leisure/lifetime activities

The secondary curriculum provides for:

Tumbling/gymnastics
Rhythmics/dance
Physical fitness
Sports/games
Aquatics
Leisure/lifetime activities

APPENDIX D

SUGGESTIONS FOR INSTRUCTIONAL AND PHYSICAL MODIFICATIONS FOR PHYSICAL EDUCATION PARTICIPATION

"IF A MODIFICATION IS CHECKED, THEN A COMMENT SHOULD FOLLOW IN THE SPECIFICATIONS COLUMN"

Student _____ Date _____ Program _____

Teacher_____

MODIFICATIONS		SPECIFICATIONS
Physical Modifications:		
Lower Nets		
Reduce Throwing Distance		
Reduce Size of Equipment		
Reduce Weight of Equipment		
Shorten Length of Equipment		
Lower Center of Gravity		
Deflate Air from Ball		
Reduce Speed of Game		
Use Ambulation Alternatives		
Widen Physical Base of Support		
Increase Width of Equipment		
Use Carpeted or Mat Surface		
Use Bright Colors for Markers		
Use Softer Equipment		
Use Easy Grasp Equipment		
Use Backstops		
Increase Target Size		
Use Protective Equipment		
Allow More Physical Space		

Instructional Modifications:		
Use Individual Task Cards		
Construct Circuit Stations		
Use Trained Peer Tutor System		
Assign Positions by Ability		
Modify Rules		
Permit Substitution		
Use Cooperative Groups		
Use the "Buddy System"		
Use Verbal Descriptions		
Physically Demonstrate		
Elicit Student Feedback		
Sequence Skills		
Use Task Analysis		

Use Auditory Cues		
Rotate Playing Positions		
Try Group Alternative Positions		
Provide Rest Intervals		
Modify Tempo of Activity		
Change Scoring System		
Reduce Time of Activity		
Use Individual Instruction		
Locate Near Teacher		
Decrease Repetitions		
Define Expected Behaviors		
Model Motor Activities		
Repeat		
Use Oral Instructions		
Use Visual Instruction		
Use Relaxation Skills		
Establish Progress Chart		
Vary Grading System		
Use Grading System		
Use Group Discussion		
Provide Immediate Feedback		
Use Testing Alternatives		
Use Chaining of Tasks		
Modify Visual Stimulation		
Modify Auditory Stimulation		
Modify Kinesthetic Stimulation		

ADDITIONAL COMMENTS:

APPENDIX E

PHYSICAL EDUCATION AND SPECIAL OLYMPICS

Many times, questions arise regarding the role of Special Olympics and physical education. Preparation for Special Olympics should not take the place of physical education. Physical education is a required instructional area and Special Olympics is considered an extracurricular activity. Many physical education teachers do, however, elect to coordinate their physical education units to coincide with Special Olympics competitions. The emphasis should be on the development of skills, functional and lifelong, rather than participation in Special Olympics competition.

In 1989, the Iowa Department of Education and Iowa Special Olympics jointly developed a Statement of Understanding and Guiding Principles.

GUIDING PRINCIPLES

The Iowa Department of Education has developed the following set of "Guiding Principles" which pertain to Iowa Special Olympics.

1. Special Olympics and the IEP
Special Olympics should be considered an extracurricular activity and be given the same considerations as all other extracurricular school activities.

The Bureau of Special Education suggests that it is not necessary to include Special Olympics in a child's IEP. However, there are circumstances where participation in Special Olympics activities could be the means to attaining the educational goals included in a child's IEP. Under these circumstances participation in Special Olympics competition could be included in the child's IEP as activities to support the essential goal.

2. Special Olympics and funding procedures
The funds generated for special education are dollars specifically intended to be used for instructional needs and experiences. If participating in the activities provided by Special Olympics is the result of well-planned educational goals written in a child's IEP, then Special Olympics activities could be considered instructional and special education weighted dollars could be utilized.

The special education funding procedures allow a portion of the generated funds to be returned to the district's general fund for utilization as determined by local policy. Therefore, these funds could be utilized to provide extracurricular activities such as those offered by Special Olympics. The same policies and procedures that apply to extracurricular activities for regular education students should apply to special education students.

3. Special Olympics and physical education
Preparation for Special Olympics should not take the place of physical education. However, teachers may elect to coordinate their physical education units to coincide with Special Olympics activities. The emphasis should be on the development of skills rather than participation in Special Olympics competition.

4. Special Olympics preparation
Coaches should follow the "Special Olympics Sports Skills Programs" in determining when to start practices, how often to practice, what skill progressions to follow, safety precautions,

rules and regulations, etc. To avoid injury and promote optimum learning experiences, coaches and teachers should initiate practices and conditioning well in advance of Special Olympics competition.

5. Special Olympics and integration

Participation in Special Olympics by a student enrolled in special education should not serve as a substitute for participation in interscholastic sports, intramurals, or physical education programs as appropriate for each student. School districts should continue working towards improving integration opportunities for special education students. Special Olympics has the interest and capability of supporting integration through their "Special Partners Program" and their new "Unified Sports Programs."

Clarification: Special Olympics "activities" is intended to mean "competitions." It should not be interpreted as practice sessions or lead-up processes.

APPENDIX F

DEFINITION

Specially designed physical education is a diversified program of activities specifically designed for students who meet eligibility criteria for mental, physical, and/or emotional disabling conditions and who are not able to participate safely and/or successfully in the regular physical education program.

ELIGIBLE STUDENTS

In Iowa, a student is eligible for specially designed physical education placement if the multidisciplinary team determines through appropriate assessments that he/she is unable to participate safely and/or successfully in the regular physical education program, has special educational needs and possesses one of the following identifiable disabling conditions:

- **mental disability**
- **hearing impairment**
- **deaf-blind**
- **visual impairment**
- **speech and language impairment**
- **physical impairment**
- **behaviorally disordered**
- **severely disabled**
- **learning disability**
- **autism (pending)**
- **traumatic brain injured (pending)**

Very few states have specific eligibility criteria for qualifying for entry into a specially designed physical education program. Those who do use criteria such as:

a. Performing below the 30 - 50 percentile in standardized tests of motor development, motor proficiency, fundamental motor skills, physical fitness, games and sports skills, and/or perceptual motor functioning.

b. Exhibit a developmental delay of 2 or more years based on appropriate assessments.

c. Possess social/emotional or physical capabilities which would make it unlikely to achieve or participate in regular physical education.

d. Consistently score significantly below average on local physical education competency tests.

Professionals must work together at the grassroots level to agree on criteria and placement and must realize that each student should be treated as an individual with respect to placement and program. Many LEAs with high quality programs are providing leadership in serving all students in appropriate physical education settings.

APPENDIX G

TASK ANALYSIS

Task analysis is a technique used to determine basic characteristics relating to a desired outcome. It is the breaking down of a skill or movement into its parts and then arranging them into a sequence from easy to difficult. By breaking down a task into its basic components, teachers can better understand the skill and find where each students specific needs are.

•Assess student's present level of functioning

•Identify skill to be learned

•Determine prerequisite skills

•Develop a series of hierarchical tasks (including prerequisite skills) leading to the accomplishment of the skill

•Write each task, specifying the observable behaviors to be achieved

•Implement instructional program to achieve tasks

EXAMPLE

Skill: Kicking

Prerequisite Skills:

1. Ability to use mature swinging motion (flexion and extension) of leg
2. Ability to maintain balance
3. Visual tracking

Sequential Components:

1. Walks through kicking stationary ball
2. Pushes stationary ball with foot
3. Kicks stationary ball several feet in any direction
4. Kicks stationary ball several feet in intended direction
5. Walks up and kicks stationary ball
6. Kicks rolled ball with no approach
7. Walks up and kicks rolled ball
8. Runs and kicks rolled ball
9. Punts
10. Kicks ball mid-air

Note: Additional practice options may include kicking over a styrofoam or plastic bowling pin or kicking a low suspended ball with preferred foot.

APPENDIX H

IEP 7/91

Student:_____ Date:_____ [Page _____ of __]

Extent of Participation in:

Regular Education*		**Special Education Instructional Program**	
Subject/Activity/Course	Amount of Time	Subject/Activity/Course	Amount of Time

* If modifications are necessary for the student to participate, they must be described in the next section.

Modifications for Regular Education Participation and Description of Special Education Instructional Program:

Physical Education:___ Regular ___ Regular with modifications* ____ Specially designed**

*Modifications must be attached to the IEP.

**If a specially designed physical education program is required, then goals and objectives for the physical education program must be included in the IEP.

APPENDIX I

EVALUATION INSTRUMENTS

The following list of evaluation instruments available to physical education teachers is not comprehensive and caution should be taken to use tests for the purpose for which they are intended. School personnel may also choose to include informal or locally developed evaluations.

Title: Body-Image of Blind Children

Authors: B.J. Cratty and T.A. Sams

Date: 1968

Purpose/Population: this instrument was developed to evaluate the body-image of partially sighted and blind children 5 to 16 years of age

Motor/Physical Components Tested: Body planes, body parts, body movements, laterally, and directionality.

Source: American Foundation for the Blind, 15 West 16th Street, New York, NY 10011.

Cratty, B.J. and T.A. Sams, The Body-Image of Blind Children. New York: The American Foundation for the Blind, 1968.

Cratty, B.J. Movement and Spatial Awareness in Blind Children and Youth. Springfield, Illinois: Charles C. Thomas, 1971.

Title: Brigance Diagnostic Inventory of Early Development (Gross Motor)

Author: Albert H. Brigance

Date: 1978

Purpose/Population: This criterion-referenced assessment may be used with infants and children between birth and 7 years.

Motor/Physical Components Tested: Standing, walking, stair climbing, climbing, running, jumping, hopping, kicking, balancing on a board, catching, rolling, throwing, ball bouncing, maintaining rhythm, and using wheel toys.

Source: Curriculum Associates, Inc., Esquire Road, North Billerica, MA 01862.

Title: Bruininks-Oseretsky Test of Motor Proficiency

Author: Robert Bruininks

Date: 1978

Purpose/Population: This standardized instrument measures movement proficiency and motor performance of children from 4 1/2 to 14 1/2 years of age. Norms have been developed for non-disabled children; mildly, moderately and severely retarded children, and learning disabled children.

Motor/Physical Components Tested: Gross motor composite (running speed and agility, balance, bilateral coordination); fine motor composite (response speed, visual motor control, upper limb speed and dexterity).

Source: American Guidance Services, Circle Pines, MN 55014.

Title: Callier-Azuza Scale

Author: R.D. Stillman

Date: 1974

Purpose/Population: This criterion-referenced instrument was designed as a developmentally based assessment scale for deaf-blind children from birth to 7 years of age.

Motor/Physical Components Tested: Postural, locomotor, fine motor, visual motor, and perceptual motor development.

Source: Council for Exceptional Children, 1920 Association Drive, Reston, VA 22090.

Title: The Denver Developmental Screening Test

Authors: W. Frankenburg and J.B. Dodds

Date: 1967, 1981

Purpose/Population: This instrument is a quick screening device to detect developmental delays among infants and preschoolers 2 weeks to 6 years of age. It was standardized on non-disabled Denver, Colorado preschool children.

Motor/Physical Components Tested: The Denver Test has four components: fine motor-adaptive, gross motor, language, and personal-social scales. Some items are administered to the children, and performance on some items may be reported by the parent(s). Thirty-one tasks are included in the gross motor section.

Source: Ladoca Product and Publishing Foundation, Inc., East 51st Avenue and Lincoln Street, Denver, CO 80216.

Title: Heartland Gross Motor Evaluation

Authors: Sally A. Leme and Marilyn A. Looney

Date: 1986

Purpose/Population: This test intends to detect motor delays and also serves in determining the performance level of students. Normative data was obtained by test performances of 4,885 children ages 4.7 to 12.1 years residing in central Iowa. Norms are available for males, females, and combined groups. Pattern elements are also assessed.

Motor/Physical Components Tested: Balance (static: standing; dynamic: walking), Locomotion (run, hop, jump, stair climb, skip, locomotive movements), Eye-hand coordination (throw, catch, bounce, strike), Eye-foot coordination (kicking), coordination (jumping jacks, rope jumping).

Source to purchase: Kinko's Copies, 14 South Clinton, Iowa City, Iowa 52240. $10.50 per copy.

Title: Hughes Basic Gross Motor Assessment (BGMA)

Author: Jeanne Hughes

Date: 1979

Purpose/Population: The BGMA is a criterion-referenced instrument developed for physical education specialists, special education teachers, physical therapists and other health services personnel to use in the evaluation of pupils who have suspected gross motor problems. It is applicable to children ages 5.6 to 12.5 years.

Motor/Physical Components Tested: Static balance, stride jumping, tandem walking, hopping, skipping, target throw, yo-yo, ball handling, observations of gait, preferred hand for fine motor activities, and midline.

Source: Hughes, Jeanne. Office of Special Education, Denver Public Schools, 900 Grant Street, Denver, CO 80203.

Title: Informal Assessment of Developmental Skills for Visually Handicapped Students.

Authors: Rose Marie Swallow, Sally Mangold, and Phillip Mangold

DATE: 1978

Purpose/Population: This informal assessment is a compilation of checklists or inventories developed by teachers of the visually handicapped, applicable to all special populations, ages 5 to adult.

Motor/Physical Components Tested: Gross motor, body image, right-left awareness, orientation and mobility, fine motor, and Paigetian schemas.

Source: American Foundation for the Blind, 15 W. 16th St., New York, NY 10011.

Title: The Ohio State University Scale of Intra-Gross Motor Assessment (O.S.U. SIGMA)

Authors: E. Michael Loovis and Walter F. Ersing

Date: 1979

Purpose/Population: The O.S.U. SIGMA was designed to examine the qualitative aspects of 11 fundamental motor skills. This criterion-referenced instrument is applicable for disabled and non-disabled children from preschool through elementary grade levels.

Motor/Physical Components Tested: Walking, stair climbing, ladder climbing, running, throwing, catching, jumping, hopping, skipping, striking, and kicking.

Source: Ohio Motor Assessment Association, 965 Oxford Road, Cleveland Heights, OH 44121.

Title: Portage Guide to Early Education (P.G.E.E.)

Authors: S. Bluma, M. Shearer, A. Frohman, and J. Hilliard

Date: 1976 revision

Purpose/Population: The P.G.E.E. provides a framework which allows each user to plan and implement curriculum goals for children. The criterion-referenced guide is designed to be a curriculum planning tool for use with non-disabled preschool children or disabled preschool children between the mental ages of 0 and 6 years. Older children with skill levels similar to preschool children may also benefit.

Motor/Physical Components Tested: The checklist of behaviors is divided into 6 areas: infant stimulation, socialization, language, self-help, cognitive, and motor.

Source: Portage Project, Cooperative Educational Service Agency,12626 East Shafer Street, P.O. Box 564, Portage, WI 53902.

Title: Purdue Perceptual-Motor Survey (PPMS)

Authors: N. Kephart and E. Roach

Date: 1960, 1966

Purpose/Population: This screening device was developed to detect perceptual-motor problems among children in grades 1 to 4. Norms are available.

Motor/Physical Components Tested: The subtests include walking, broad jumping, identifying body parts, imitating movements, obstacle course, Kraus-Weber, angels-in-the-snow, chalkboard, rhythmic writing, ocular pursuits, and visual achievements form.

Source: Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, OH 43216.

Kephart, N.C. The Slow Learner in the Classroom. Columbus, Ohio: Charles E. Merrill, 1960.

Title: Special Fitness Test for the Mildly Mentally Retarded Person

Authors: G. Lawrence Rarick in cooperation with the American Alliance for Health, Physical Education, Recreation, and Dance and the Joseph P. Kennedy Foundation.

Date: 1968, 1976

Purpose/Population: This test battery assesses the physical fitness levels of mildly mentally retarded children from ages 8 to 18. Normative data is available.

Motor/Physical Components Tested: The major fitness components are speed, power, agility, and muscular endurance. The battery consists of the following items: flexed arm/hand, sit-ups, shuttle run, standing long jump; 50-yard dash, softball throw, and 300 yard run/walk.

Source: American Alliance for Health, Physical Education, Recreation, and Dance Publications - Sales, Reston, VA 22090

Broadhead, G.D., D.A. Dobbin, and G.L. Rarick. The Motor Domain and Its Correlates in Educationally Handicapped Children. Englewood Cliffs, New Jersey: 07632, Prentice-Hall, 1976.

Title: Test of Gross Motor Development (TGMD)

Author: Dale A. Ulrich

Date: 1985

Purpose/Population: The TGMD is an individually administered test that evaluates the gross motor functioning of children 3 to 10 years of age. Norm-and criterion-referenced interpretations are provided. This test places a priority on the gross motor skill sequence rather than the product of performance.

Motor/Physical Components Tested: Locomotion subtest: run, gallop, hop, leap, horizontal jump, skip, and slide. Object Control Subtest: two-hand strike, stationary bounce, catch, kick, and overhand throw.

Source: PRO-ED, Inc., 5341 Industrial Oaks Blvd., Austin, TX 78735